



SECONDARY SCHOOL

STUDENT-PARENT HANDBOOK

2021 – 2022



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1. IAA MISSION AND VISION

MISSION

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

VISION

To provide a unique educational experience that inspires, nourishes and celebrates the individual; one in which staff, students and parents are proud partners.



2. SCHOOL PILLARS



Duty

Duty at IAA is commitment to serve selflessly, with no expectation of any recognition in return. It is an innate understanding that the well-being of the world can only be realized through the contribution of every citizen. Our own world extends far beyond our immediate circumstances, and the welfare of others can never be entirely separate from our own. IAA is committed to nurturing the sense of responsibility, duty and service.

Leadership

"The leader of a house is also its humble servant." At IAA leadership stems from the fundamental principles of dignity, respect, peace, humanity, prosperity and belonging. The IAA community understands that strong and inspiring leadership is not simply a title or position, but rather requires the active development of these essential principles. Leadership cannot be divorced from character.

Cultural Heritage

Our heritage is our cultural, social, physical and intellectual identity. It celebrates our past, drives our present and helps shape our future. Jordan is a unique country that celebrates the diversity of its people, honouring the pride each individual exhibits towards their own personal cultural heritage. This is the Jordan to which IAA is proud to belong.

Acceptance

At IAA, we understand that we are one of many on this Earth. We know that our actions not only affect the world, but also reflect how the world views us. We accept people based on the universal principles of Human Rights, Human Dignity, and Fundamental Freedoms. We therefore recognize each other as equal brothers and sisters. At IAA, acceptance is the basis of all human interaction.

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3. THE IB MISSION STATEMENT

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

4. IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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5. GLOBAL CITIZENSHIP AT IAA

Global citizenship at IAA is advocating for diversity, inclusion and equity by developing respect and compassion for the rights of others. As a result, we want our students to understand their place in the world and “take an active role in their community, and work with others to make our planet more equal, fair and sustainable” (Oxfam, 2020).



6. STUDENTS – MY RIGHTS, MY RESPONSIBILITIES

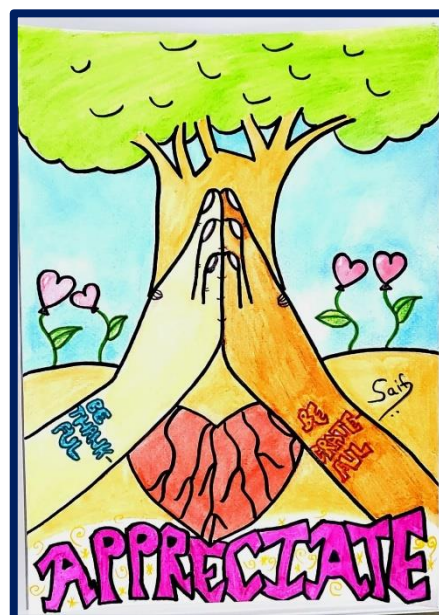
I, the Student, have the right to...

- Be safe and secure in school
- Learn and freely express my opinions, feelings and ideas
- Be treated fairly and with respect from all staff and students
- Be regularly informed of my progress
- Use school resources and facilities appropriately
- Expect that my property, when stored properly, will be safe
- Form, organize and/or join student-led school clubs to promote common interests that are aligned with the school pillars
- Provide my opinion on the policies of the school
- Present a complaint to a member of staff or to the Student Representative Council in a respectful manner if the decisions made by the school do not seem to be in my best interest, and to expect a response.

I, the Student, have the responsibility to...

- Attend school regularly and on time and follow assigned schedules
- Come to class prepared
- Do my best and meet deadlines
- Respect teaching and learning, whether inside or outside the classroom
- Respect others' opinions, feelings, beliefs and ideas
- Recognize that my behaviour, whether in or out of school, reflects upon myself and my school community
- Follow the rules and procedures of the school
- Always be honest in my work
- Look after my own possessions, respect other people's property and share school resources responsibly
- Value and protect the natural and physical environment
- Act, whether in person or online, in a way that does not threaten the well-being or dignity of any person
- Serve as a responsible bystander, by informing staff about any behavior that may cause harm to anyone.

Students are reminded that images, postings, dialogues, and information about themselves or others posted on the Internet are public information. Content that is brought to the attention of the IAA that brings the name of the school into disrepute is subject to further investigation. IAA reserves the right to appropriately respond to these incidents, including taking disciplinary action.



7. ACADEMIC CALENDAR

First Semester

AUGUST						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				1

Islamic New Year
 Start date ALL students PK - 12

SEPTEMBER						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		22

OCTOBER						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Mid Term Break
 # Prophet Mohammad's Birth Date (PBUH)

NOVEMBER						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				21

Parent Teacher Conferences

DECEMBER						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	22

Winter Break
 Christmas Day

JANUARY						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					28+2

New Year's Day
 Winter Break
 Second Semester Starts

Second Semester

FEBRUARY						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					19

Parent Teacher Conferences

MARCH						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		21

Mid Term Break

APRIL						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

First Day Ramadan
 Palm Sunday
 Easter & Spring Break

MAY						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				17

Labour Day & # Eid Al-Fitr
 Independence Day

JUNE						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		15

Last Day for Students
 Last Day for Staff
 Summer Break

Official Holidays
School Holidays
Weekends

92	First Semester 29/8/2021
88	Second Semester 30/1/2022
180	Total Teaching Days

Islamic holidays are subject to change

8. SCHOOL - PARTNERSHIP AGREEMENT

The IAA strongly believes in the triangular partnership involving the student, parents and the school. This document sets down the expectations we have as a school and our commitment to your child. We look forward to working together on a basis of mutual respect to help our students become confident and enthusiastic learners of today and leaders of tomorrow.

As IAA Staff, we will do our best to:

- Provide a broad and balanced curriculum which meets the needs of all students
- Encourage your child to do his/her best at all times
- Provide your child with a safe, well-ordered and caring environment
- Ensure that bullying, racist, sexist and other discriminating behaviour is not tolerated
- Set, mark and monitor homework and class work regularly, in keeping with the school policy
- Contact parents and guardian as soon as possible if we are concerned about a child's work or behaviour
- Contact parents and guardian if there is a persistent problem concerning a child's attendance or punctuality
- Provide opportunities for participation in co-curricular activities designed to enrich the school experience.

As a Student, I will do my best to:

- Work to the best of my ability at all times
- Listen carefully to instructions
- Come to school regularly and be on time
- Adhere to IAA rules and behave well
- Bring the required materials to the lesson
- Do my homework regularly and submit it on time
- Wear the correct school uniform
- Be responsible for taking communications to and from school and home
- Take good care of the IAA environment and property
- Represent IAA in a manner that is consistent with good sportsmanship and respect for others
- Ask for help when I need it.

As Parents/Guardians, we will do our best to:

- Make sure that our child attends school regularly, on time and in full uniform
- Ensure that our child is well enough to attend school and to keep him/her at home when unwell
- Take an interest in our child's education by encouraging him/her to always do his/her best and to complete all homework tasks
- Keep IAA informed about any problems which might affect our child's learning
- Attend Parents' Meetings
- Support IAA and its policies as fully as possible
- Encourage our child to appreciate and respect the views of others
- Read all correspondence from the school and respond quickly when necessary
- Encourage our child to have breakfast every day
- Update the school immediately upon changing email or phone details

9. WHO IS WHO AT IAA

We welcome parent involvement at IAA but do request that should they need to see any member of staff, to make an appointment first as staff need to be available. They are expected to give the reason for the appointment, so that the staff member can be properly prepared.

The following is a list of whom to contact:

Academic Issues

Subject Teachers

The Subject Teacher should be contacted regarding specific subject/class concerns. The Subject Teacher, in turn, may also contact parents to discuss any ongoing subject/class issues with a student. Phone or email the school, and the school secretaries facilitate the making of an appointment or a return of call (within 48 hours).

Heads of Department (HOD)

Heads of Department are the curriculum and pedagogical leaders of their subject area. They should be contacted by parents for issues regarding the teaching and learning within the subject area if the Subject Teacher has not been able to answer an initial enquiry.

Pastoral Issues

Home Room Tutor

The Home Room Tutor should be contacted about any general (non-academic) concerns a parent has about their child's life at IAA. The Home Room Tutor has daily contact with a number of students and their teachers, so is in the position to give much information about their social wellbeing and their general approach to studies and study skills. The Home Room Tutor should be the person with whom parents should have most contact, initially.

Grade Leaders

If an issue has not been resolved with the Home Room Teacher, then the next person to contact is the Grade Leader. The Grade Leader has overall responsibility for the pastoral welfare of a particular grade. They should be contacted regarding minor pastoral issues, such as homework completion and behaviour.

Should Pastoral issues become such that significant intervention is needed then this will involve the Deputy Head of Middle School (G6 to 8), Head of Middle School (G9 to 10) and the Diploma Coordinator (G11 to 12).



Specialist Services

Pastoral Counsellors

The Counsellor should be contacted if parents have any significant concerns about their child's social/emotional wellbeing at IAA. The Counsellor may also contact parents if there is a need to discuss social issues and/or any ongoing concerns raised by staff.

College and Careers Counsellor

The College and Careers Counsellor is primarily concerned with Grades 10-12, offering advice on careers and assisting students with university information and applications. As part of this service, the Counsellors also have information on summer programmes inside and outside of Jordan.

The School Nurse

The School Nurse should be contacted by parents (079 100 0194) if their child is unable to come to school due to illness, or can come to school but needs special care and accommodations due to a medical condition. Should a child need to take medication during the day, then the Nurse must be notified in a timely manner, and the medicine must be kept with the school nurse and be dispensed from the school clinic. If the student has a chronic condition and is on long term medication, it is important that the Nurse is informed at the beginning of the year.

Senior Management

Diploma Programme Coordinator (Grades 11 and 12)

Middle Years Programme Coordinator (Grades 6-10)

The DP and MYP Coordinators should be contacted with issues pertaining to the overall curriculum, such as concerns and questions about the structure of courses/units, grading, standardization and programme requirements.

The Deputy Head of Middle Years Programme

The Deputy Head of MYP assists the Head of the MYP with the day-to-day running of the MYP. The Deputy Head of MYP oversees all matters relating to the welfare, teaching and learning of students in Grades 6 to 8. The Deputy Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments calendars, exams and student workload in Grades 6 to 8 should be addressed to the Deputy Head of Middle Years.

The Head of Middle Years Programme

The Head of MYP is responsible for the day-to-day running of the MYP and assists the Secondary Principal with the implementation of the MYP. In addition, the Head of MYP oversees all matters relating to the welfare, teaching and learning of students in Grades 9 and 10. The Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments calendars, exams and student workload in Grades 9 and 10 should be addressed to the Head of Middle Years

Principal

The Principal of Secondary is responsible for the day-to-day management of all areas of the school. The Principal should be contacted for serious concerns related to the overall management of the school and after parents have exhausted the above channels.

The Director

The Director is the final authority within IAA and therefore should only be contacted after having exhausted all of the above channels or for extenuating cases only. The Director meets with parents every Tuesday from 8:00 am – 9:00 am on a first come, first served basis. In extenuating cases when the issues cannot be delayed parents can schedule a meeting with the Director by contacting the Office Manager or Secretary.



10.POSITIONS AND RESPONSIBILITIES

Name	Position
Martin Thompson	Secondary Principal
Zena Muhtaseb	Head of Middle Years (G9-10), Safeguarding Lead
Yaaseen Hoozeer	Deputy Head of Middle Years (G6-8)
Justin Hayward	DP Coordinator, Extended Essay Coordinator
Rana Abu Laban	MYP Coordinator, G6-9 SAA Coordinator
Salam Essa	Head of Arabic
Virgini Issaris	Head of English
Ignacio Rodriguez	Head of Spanish, TOK Coordinator
Reham Barghouti	Head of Individuals and Societies
Nemeh Alfawares	Head of Science
Mohammad Malhis	Head of Maths
Obeida Madi	Head of Arts, Community Project Coordinator
Dema Sawalha	Head of Design
Kayed Maghames	Head of Religion
Samer Taha	Head of Physical and Health Education
Melissa Cline	Head of Libraries
Nazia Savrimootoo	Student Support Coordinator
Carin Vogelaar	Pastoral Counsellor
Da'ad Mdanat	School Nurse
Aya Abdel Hadi	Head of College Counselling
Farah Talhouni	College Counsellor
Reham Saleh	ICT Coordinator
Hanin Ababneh	CAS & G10 SAA Coordinator
Lubna Atari	Personal Project Coordinator
Kelsey Richardson	Approaches to Learning Coordinator
Ruba Attalah	Interdisciplinary Coordinator
Samer Taha	Athletics Director
Layal Al Mousa	Student Representative Council Advisor
Jansate Malkosh	Executive Secretary for Secondary Principal
Natasha Hazaz	Secretary for Middle School
Samah Nabulsi	Secondary Receptionist

11.GRADE LEADERS AND TUTORS

Grade	Tutor	Grade Leader	
6A	Neveen Sama'een	6A/B Zaina Zananiri	
	Hamish McIntosh		
6B	Ahmad Kisswani		6C/D Rund Fanek
	Marjorie Wiebe		
6C	Alaa Al Shantaf		
	Rachel Talen		
6D	Rawand Samara		
	Diala Hudhud		
7A	Zaina Al Khorouf	7A/B Ghadeer Khoury	
	Sami Hamdan		
7B	Karen Khano		7C/D Hind Hassan
	Abeer Mansour		
7C	LS		
	Alaa Arar		
7D	Kayed Maghames		
	Ruba Atallah		
8A	Dina Qankoush	8A/B Rasha Al Laham	
	Nour Qasrawi		
8B	Lamya Abu Seraj		8C/D Sana' Shaban
	Matthew Burrell		
8C	Sahar Aranki		
	Nazia Savrimootoo		
8D	Farah Otoum		
	Alaa Abu Halimeh		
9A	Tahani Al Fares	Aida Tanboor	
9B	Martin Farrar		
9C	Emad Zeidan		
9D	Khaled Zarrour		
10A	Susanne Marchant	Laila Ewaiwi	
10B	Agatha Knowles		
10C	Osama El Kashef		
10D	Maha Al Ashqar		
11A	Eyad Makanai	Layal Al Mousa	
11B	Rula Abu Jaber		
11C	Reem Yassin		
12A	Reem Amireh	Titiana Khoury	
12B	Virginia Issaris		
12C	Valerie Roche		

12.PASTORAL COUNSELLING AT IAA

The pastoral counselor is trained with special qualifications and skills to assist in addressing the social and psychological issues that can hinder students' academic progress. Through individual and group counseling and prevention programs, the pastoral counselors help our students overcome the difficulties in their lives, resulting in better chances at succeeding in school.

The Pastoral Counsellor:

- Advocates for students to help ensure that their academic, social and emotional needs are being met.
- Assists students whose behavior and/or emotional problems are interfering with their ability to function in the classroom.
- Consults and collaborates with the student, school staff and parents to promote the student's personal/social and academic achievement and development.
- Facilitates prevention and intervention programs that are part of a school counselling curriculum.
- Keeps conversations between counsellor and student confidential, with the following exceptions: she/he is at-risk of harm themselves or to others; she/he is being harmed by another; if she/he gives their consent to share information.
- Abides by ASCA & ACA professional school counselling & professional counselling ethics (ASCA, 2021).

School Counselling Services:

- Brief and solution focused individual and/or group counselling
- Conflict resolution and mediation
- Support of new students in their transition to IAA
- Facilitate PSHE activities related to social and emotional development
- Psychoeducational classroom presentations
- Parent workshops on pertinent topics
- Peer counseling.

The Wellness Center

The Wellness Center is the counselling office and mindfulness space that provides students with academic and social-emotional support.

- **Wellness Room**—give students 10 minutes to calm down or de-stress during class; teachers will give students a pass and counselors will write a note upon returning to class.
- **Peer Helpers**—trained students who help their peers with issues and concerns.
- **Tahkim**—Restorative circle focusing on the cause and effects of behavior and identifying alternative, healthier behaviors as an alternative to detention.
- **Restorative Justice**—Focuses on group mediation as an alternative to punitive behavior management.

13.WHAT IS LEARNING AT IAA?



14.SCHOOL DAY

	Reg 7:50 - 8:05	Period 1 8:05 - 8:50	Period 2 8:50 - 9:35	Period 3 9:35 - 10:15	Period 4 10:15 - 10:55	Period 5 10:55 - 11:40	Period 6 11:40 - 12:25	Period 7 12:25 - 13:05	Period 8 13:05 - 13:45	Period 9 13:45 - 14:30	Period 10 14:30 - 15:15
Sun	Reg										
Mon											
Tues								12.25-12.55	12.55-13.30	13.30-14.15	Staff Meeting
Wed											
Thurs											

G6, G9, G11, G12: Break P3 and P7
G7, G8, G10: Break P4 and P8

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15.COMMUNICATION WITH THE IAA COMMUNITY

15.1 SCHOOL/HOME COMMUNICATION

There are many ways in which IAA Secondary School communicates with its parents:

Email – Teachers and Parents may contact each other via email to address academic matters.

Phone call home –Teachers are expected to return parent phone calls within 48 hours. Teachers and Parents should speak about any behavioral matters by phone or appointment.

Meetings – Parents may request to meet with Teachers via zoom. They should be aware that our teachers have full schedules, and appointments must be made a minimum of 48 hours in advance. As our Secondary Teachers have set meetings throughout the year, as well as using other types of communication, so additional meetings should be set for extraordinary matters. Please note that meetings will not be scheduled two weeks before the parent-teacher conferences.

Letters – Aside from phone calls received, IAA Secondary School also communicates to Parents through letters sent to the given email address. Please be sure to keep your email current with us. Also, check your junk folder to see if any IAA communication is diverted there by your server.

Fortnightly Weekly Newsletter – This newsletter has all the updates and reports on the events of the Secondary School. It is important to read the newsletter as it contains information about activities, school timings, upcoming events and other important and relevant information.

Moodle – This tool is used to communicate to both the parents and the students with regards to homework, review materials, extension materials and due dates. Parents should have access to their child’s username and password so that they can keep up with the information placed on Moodle by their child’s teachers.

Google Classroom – This online platform is primarily used by Grades 6 -8. Resources and weekly overview will be posted here.

Reporting and Conferences – Parent-teacher conferences will be scheduled throughout the year. Purpose is to allow teachers and parents to discuss student’s performance, needs and methods of cooperation with the parents to promote the academic and social-emotional growth and development of the student. It is strongly recommended for students to attend these meetings with their parents.



15.2 REPORT CARDS

Written reports on academic progress are issued through the year. Timings will be placed in the school calendar on the website.

	Progress Report 1	Semester 1 Report	Progress Report 2	End of Year Report
Issued in	November	February	March/April (not issued for G12)	June (in April for G12)
Includes	Personalized comments for students Achievement level for criteria assessed Final Level out of 7	Course Overview Achievement level for criteria assessed Final Level out of 7 GPA	Personalized comments for students Achievement level for criteria assessed Final Level out of 7	Course Overview Achievement level for criteria assessed Final Level out of 7 GPA



16.ACADEMICS

16.1 ACADEMIC INTEGRITY

The Need for an Academic Integrity Policy

The IB Learner Profile both stresses the need for students to be principled, to act with integrity and honesty and take responsibility for actions and accepting consequences of such actions.

At IAA, students' work is expected to be completely the result of their own efforts, and it is the duty of IAA to foster a sense of independent study in students.

In practice, this idea means that students should strive to maintain academic integrity of their work. For Secondary students this translates as 'zero tolerance' of plagiarism and academic dishonesty; for Primary students, it means that students need to be counseled about the necessity of honesty in work.

Definition

The IAA uses the IB definition of malpractice: "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components" (*Diploma Programme Academic Honesty* 11)

Malpractice can take these forms with regard to academic integrity:

Plagiarism

Plagiarism is deliberately knowingly taking ideas or written documents from someone else and presenting them as one's own.

Where a student has poorly referenced work, should the quality of referencing not meet the required standards of IAA (and therefore the IB), the work will be classed as plagiarised.

The extensive use of other people's work when referenced correctly is not plagiarism; however, the work; however, a student may be asked to re-submit work if the ideas of the student are not meaningfully represented.

Collusion

Collusion occurs when two or more students agree to present work that is not their own individual work with aim to gain better marks and to deceive the teacher into thinking it is their own individual work.

Duplication of Work

Work is duplicated when a student uses a piece of work twice (or more) for submission of IB authorized course requirements. A common example of duplication is the use of the data as a basis for both an Internal Assessment and the Extended Essay.

Unfair Advantage

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate constitutes 'unfair advantage'. Examples include falsifying a CAS record and taking unauthorized material into an exam.

Fabrication

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

1. Creating a false reason to receive special consideration for an assessment or assignment.
2. Citing information not taken from the source indicated.
3. Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

Scope and sequence for teaching of academic integrity

In Grades 6 to 12, there is an expectation that teachers and students will use the school-adopted software (e.g. turnitin.com) to ensure that students' work is their own

Grades 6-7

Whilst the focus on work is still for students to use their own words as much as possible, direct quotes and paraphrasing skills are introduced and developed. The building of full bibliographies is also expected. All teachers continue to reinforce the reasons for academic integrity, and the majority of skills are introduced through units of work, often in conjunction with the library staff.

Grades 8 -12

Classes will continue to revise and strengthen academic integrity skills and malpractice will be subject to the full consequences for plagiarism and/or academic integrity. This may include non-submission of IB MYP/DP work for moderation/or and grading.

Students are warned about all forms of malpractice every year and in all grades. All students in Grade 9 to 12 will sign (and parents will countersign) the 'Code of Conduct for IB Students Grades 9 to 12'.



Delivery of the IAA Academic Integrity Programme

Information on academic integrity will be delivered to students in a grade appropriate manner.

	Primary	Grade 6	Grades 7-12
Author/title	Introduce	Revise	Revise
Pictures	Introduce	Revise	Revise
Works Cited		Introduce	Revise
Web sites	Introduce	Revise	Revise
Direct quotes		Introduce	Revise
Paraphrasing		Introduce	Revise

Responsibilities of all stakeholders towards Academic Honesty at IAA

Student Responsibilities

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. It is important that every student to be familiar with the accepted procedures in acknowledging the work of another writer.

Below are general guidelines for citing material:

- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, social media platforms, emails, websites and images.
- Reference in the text all material quoted or paraphrase from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- All ideas that are used must be referenced.
- As a rule, common knowledge, or knowledge assumed to be known by everyone or nearly everyone does not need to be cited; however, when in doubt, students should err on the side of caution and cite sources.
- **For the “how to of referencing”, refer to “MLA Referencing – 8th Edition” guide found on Moodle: Students-Parents tab → Academic Honesty and MLA referencing**



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Teacher Responsibilities

ALL teachers at IAA share the responsibility of reinforcing best practices and teaching proper research skills. IAA teachers are expected to ensure academic integrity in these ways:

- Support and act on the School's Academic Integrity Policy
- Clearly communicate to students the Academic Integrity Policy
- Provide instruction and support in research and study skills, and be available to offer advice and guidance to students.
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s)
- Structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for candidates' work to be authentic. The formative assessment structure might include: a carefully developed thesis, the evaluation of sources, planning for an investigation, personal critique or analysis, evidence of higher thinking in a proposal of alternative solutions to the issue under discussion, in-class research assignments.
- Work within the school expectations when planning assessments in order to avoid placing unnecessary pressure on students that find it difficult to manage workloads
- Guard against what might be described as "academic negligence". In other words, teachers must warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.
- Observe the same procedures as students and actively use the MLA bibliographic convention when providing students with reference material. All teachers should epitomize good academic practice and act as role models for students.

Parent Responsibilities

Review the principles of academic honesty with their children and encourage them to practice honesty in all matters and at all times. In addition, parents may support their students in these ways:

- Attend school workshops on Academic Integrity
- Provide an appropriate routine for study and relaxation at home and provide a suitable working environment in the home
- Support their children by ensuring a balance in activities (that focus on quality not quantity) so that work can be tackled in a managed way in order that time pressures do not impact on a student's decision making re Academic Integrity
- Ensure a balance in support that is given to children (either voluntary help or paid for tutoring), so that the work is always in the words of the child and there is not an over-reliance on outside support
- Actively discuss work that is being done by children by asking them to discuss it in their own words
- Upon suspicious that a student is contravening the Academic Integrity Code, parents should be proactive and seek clarification/help from IAA in order to prevent malpractice
- Support children who could benefit from extra support by having them attend school support clubs or to use the Library facilities after school

School Administration Responsibilities (including IB MYP and DP Coordinators)

The school's leadership has the responsibility for establishing processes and procedures that supports and a school culture that actively encourages academic honesty. IAA coordinators and administrators are expected to:

- Know the regulations and instructions as provided by the IB that govern the conduct of each examination session.
- Inform staff, parents and students through various media what constitutes malpractice and how it can be prevented. This will include a clear guide for parents and students that will be posted on the IAA website and e-learning platform.
- Support the IB fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for malpractice.

(adapted from *UNIS Academic Honesty Policy*)

Sanctions for Academic Dishonesty

In the Secondary School, there is 'zero tolerance' of academic dishonesty. This includes plagiarism, collusion, duplication of work and/or receiving an unfair advantage. Apart from students not having their work graded, they may also not be entered for any external exams and will be subject to Discipline Committee process and procedures.



Procedures

If students are found to be copying the work of others or deliberately submitting work without references, the following will take place:

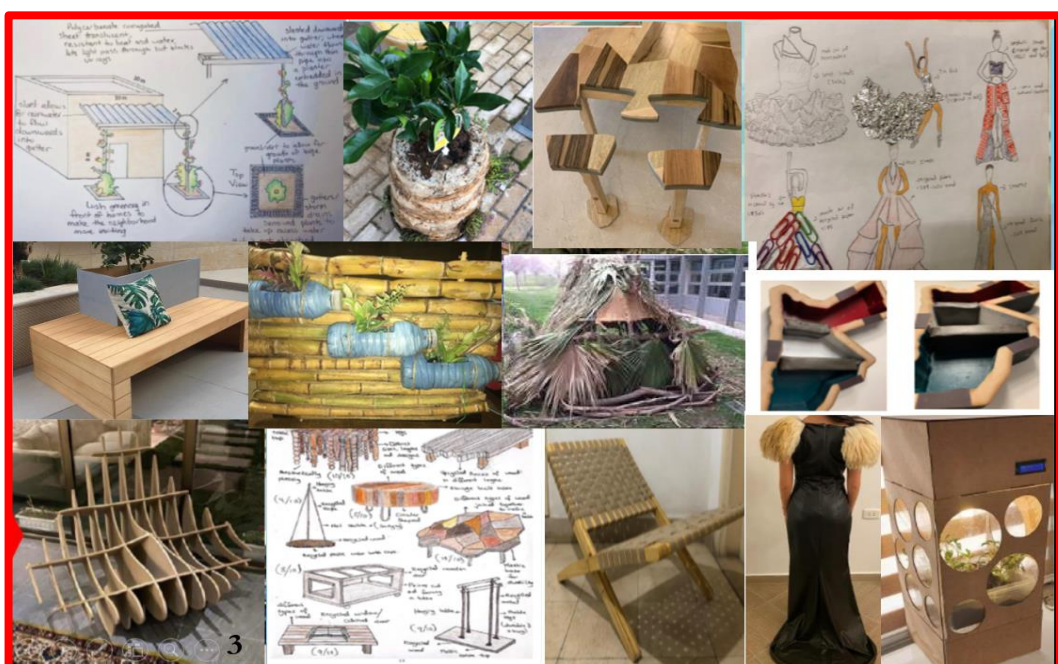
- i) Teacher confirms with Head of Department that it is a case of plagiarism/cheating/collusion.
- ii) The student is then given a score of 1 for all criteria assessed in that assessment. The Grade Leader is informed.
- iii) The name of the student is passed to the appropriate member of the Senior Management Team who will contact parents to explain what has happened and who will record the incident on the school's disciplinary records. The student will also be required to attend a session on MLA citation with the Library Staff.
- iv) Should parents appeal, then a Review Panel of teachers will be called to consider the case. If a student appears to be guilty of malpractice, then he/she will be penalized accordingly. Students must know and expect that if a teacher suspects malpractice then their work may not be sent for external moderation and/or marking.
- v) Students who have colluded by allowing their work to be copied by another will be initially counselled by the teacher. In addition, parents will be informed and the incident will be noted in the school's disciplinary record. After the second occurrence, the HOD and the appropriate member of the school's management team must be informed. Contact will be made with parents and consequences as outlined in part ii) above will be applied.
- vi) For cheating offences, there is 'zero tolerance' in the Secondary School, and students will get zero for each offence. If cheating occurs more than once, the student will be referred to the Discipline Committee which makes recommendations based on Ministry of Education rules and regulations.
- vi) Students who have used too much of other people's work but cited correctly will redo the work. The percentage of work allowed depends upon the student's grade level.



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16.2 ACADEMIC SUPPORT

Teachers will inform students of their office hours at the start of the academic year, if they should need help with the subject. These times will be during lunch and/or after school. Students could also coordinate with the teacher a suitable time for additional help. Students have a responsibility to ask for help and be reasonable in the request for help.

16.3 STUDENT SUPPORT

At IAA, we believe that there is no “one size fits all” when it comes to education. Learning Services aim at providing students with tailored and targeted instruction to support students with identified learning. Learning Services at Secondary aim at ensuring that students with identified learning needs are supported, inside and outside of the classroom. Learning Services aim at fostering independence in learning for students with identified learning needs using a tiered approach to support instruction.

Support starts within the classroom, where teachers provide students with the best possible, differentiated, instruction in order to ensure that students’ variabilities are catered for. Learning specialists work with subject teachers to provide them with support and strategies for differentiation in the classroom. If, despite teachers’ best efforts to support a student within their classrooms, a student is still seen struggling, teachers are encouraged to fill in a referral form. This will provide the Learning Services coordinator with information on the nature of the student’s difficulties in the classroom. Following referral, learning specialists observe the student in class and provide strategies for differentiation to classroom teachers. Should the student still be seen struggling, the student is evaluated using standardised instruments, in order to identify his/her strengths and weaknesses and to put in place relevant support structure(s).

Below is a summary of the steps taken to support students with identified learning needs at IAA:

- High quality differentiated teaching is provided in the classroom.
- If a child is seen struggling, a referral form is filled in by classroom teacher(s). Parents can also meet with the coordinator for learning services to discuss their concerns.
- After classroom observation, should learning specialists feel there is a need for an evaluation of the student’s strengths and weaknesses, parents will be contacted. The evaluation process can be stressful for both parents and students. However, this process is about providing teachers, parents and students with an overview of a student’s strengths and weaknesses and therefore help in ensuring that a student receives the support required to successfully navigate classes and school life in general.
- Results from the evaluation will be used to provide teachers with targeted and individualised classroom strategies that will help them support the student’s needs.
- Should the results from the evaluation highlight particular areas of need that need to be tackled on a one-to-one or in a small group setting, parents will be invited to discuss available options. Typically, the student would drop Spanish/Design for support. Results from the evaluation will also be used to set goals and objectives of the student’s Individual Education Plan (IEP). Areas of need will be remediated using research-based methodologies and assistive technology will be used to support students in their respective areas of need.
- The student’s progress during Learning Services intervention sessions will be regularly monitored and reviewed to determine whether the goals of the IEP have been met.

- The student will exit Learning Services when:
 - (i) results from monitoring and testing reflect progress in identified areas of need,
 - (ii) the goals and objectives of the IEP have been met,
 - (iii) the student is able to demonstrate independent application of the strategies introduced during Learning Services intervention sessions and is able to independently access the curriculum.



16.4 HOMEWORK

Homework is a type of formative assessment. It is an opportunity for students to take responsibility for their own learning and to think creatively and reflectively. Homework helps students to improve the quality of learning in their subjects. This can be achieved in different ways. They can:

- Develop the ability to work alone
- Develop the study skills to research, organise and present work on a given theme or topic
- Consolidate and extend the work done in class or prepare for subsequent lessons
- Develop the habit of reading
- Follow up on a particular interest or develop expertise in a particular area of study
- Learn to plan and organise their time and their work more effectively
- Do background work to prepare for what they will do next in class
- Develop problem-solving skills
- Develop skills at communicating what they have learned in a variety of ways.

Teachers will give ideas to parents for supplementary homework activities, including educational websites.

Quantity

The amount of homework set will depend on the grade level and the time of year. It is expected that during lead up to exams and tests, homework will be revision based and will focus on practice exercises. Furthermore, new work will not be mandated. Students will be informed of what needs to be revised.

Every day during the week, students will be expected to devote some time to homework- either set or not. Depending on the grade level, on days where there is no homework set, students will be expected to read either in Arabic and/or English, review the day's lessons and/or revise for any upcoming lessons.

For grades 6-8, teachers should consult the homework calendar (posted on Moodle) to ensure that students are not overloaded with homework. There should be no more than two subjects' homework set on a night for grades 6 – 8. No person may cancel/change or amend designated homework schedules other than the Heads of Schools. Grades 9-12 do not have a set homework calendar.

Furthermore, students are not expected to exceed the following maximum of time allocation per school week night completing out-of-class work:

- Grades 6 – 7: 1 hour
- Grade 8: 1.5 hours
- Grade 9: 2 hours
- Grades 10 – 12: 2.5 hours

It is also expected that students will read independently for at least 15 minutes every day.

Arabic and English Typing Expectations

Our students have to master certain technical skills in order to be successful in both their high school and post-secondary studies. In specific, typing quickly and accurately allow our students to better cope with a technological world based on text communication. To improve typing skills, our students need to commit to daily typing practice. As part of their weekly homework load, G6-10 students are expected to practice typing in English and in Arabic.

English Typing

For English typing, Grades 6 to 8 access <http://iaajordan.typingclub.com>. It focuses on accuracy and speed. Students log in to this website using logins assigned to them. The website allows teachers to check the progress of each student. Students who complete 100 levels of typing are presented with a certificate, along with other forms of recognition such as a civvies day. Parents will be informed of the progress of their child.

Arabic Typing

Secondary Arabic teachers are incorporating direct instruction in Arabic typing into their lessons. In Grades 6 to 8, some homework, notes and worksheets in class are typed. In addition, weekly typing assignments are set as homework and recorded on Moodle. In Grades 9 and 10, most of their summative and formative tasks are handwritten.

Student Responsibilities

All students are to:

- do their best on all assignments/tasks.
- do their own work at all times, i.e. independent of each other, tutors and/or other help.
- inform the teacher well before a task is due, if they are experiencing any difficulties- this is not given to mean the night before.
- complete assignments in a timely fashion as requested by the teacher.
- check Moodle or Google Classroom immediately upon return from absences to find out about any make up arrangements (if allowed). Students are responsible to make up the missed work.
- if sick and unable to complete set homework, to provide the nurse with a note from their doctor.
- reflect on their learning.



Failure to hand in Homework and/or Late Submission

Teachers will keep a record of those students who do not submit homework. At the third time of failing to hand in homework within one month for students in grades 6 - 8, teachers will inform parents through email. Parents of students from grades 9 to 10 will be informed right away if homework is not completed. If there is still concern regarding consistently missed work, then parents will be asked to attend a meeting where the problems will be discussed.

Late Homework Submissions due to Authorized Absence

Secondary students are responsible for checking Moodle / Google Classroom to identify any and all work missed. Students are responsible to make-up any missed work.

Students who are on school sanctioned overnight trips are not expected to hand in work on the first day they are back. They will receive a **one day extension for every two days they were away on the trip or participating in a time consuming activity.**

Holiday Homework

Grades 6 – 9 teachers will not assign written homework or projects for students during holidays that are one week or more in length (e.g. Winter Break, Spring Break, etc...). However, students in Grades 6 – 9 may be assigned homework that can be read, viewed or listened to only. Furthermore, Grades 6-12 students should not be assigned tests / summative assessments on the first two days back from a holiday. These days will be blocked on the assessment calendar.

Parents and Home Tutor Responsibilities

Homework is a learning activity for students; the opportunity to take responsibility for their own learning and to think creatively and reflectively. Parents and home tutors, should refrain from ‘teaching’ the student or giving the student answers to questions. Rather they should, ask the student to explain and to work through their homework through questioning.



16.5 MOODLE

Moodle is a tool of communication, to both parents and students, with regards to homework, review materials, extension materials, due dates and assessment dates.

Furthermore, the “Student-Parent” tab provides access to school policies, presentations conducted to parents, handbooks and other valuable resources.

Logging In

To get to the Moodle website, open your web browser and go to <http://elearning.iaa.edu.io> . Students log in using their IAA Moodle username and password. Once logged in, they will be taken to the Homepage. This is personalized for each student and will contain some blocks and a list of your courses.

There are basic expectations for the use of Moodle. Students must be able to:

- See an overview of the topics to be covered that week
- Access resources, homework instructions and extension materials (which may be found on Google Classroom)
- Submit assignments and where appropriate use the Turnitin function to check for plagiarism
- Access the assessment calendar which displays summative assessments
- Access the summative assessment task sheet a minimum of five school days prior to the assessment.

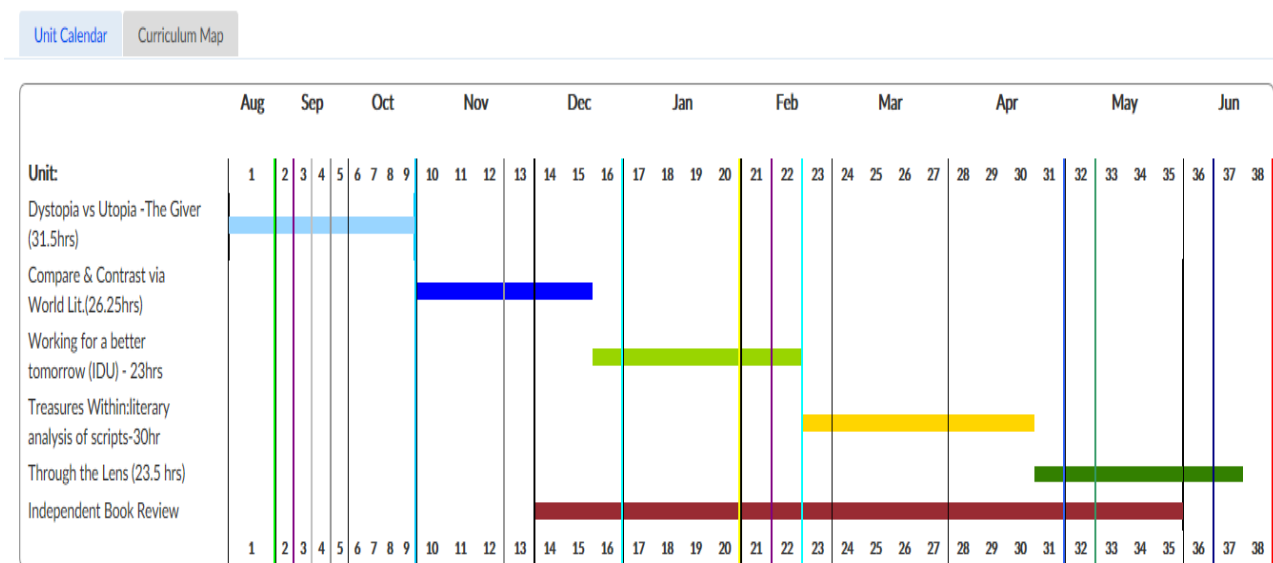


16.6 ATLAS

IAA uses Rubicon Atlas, a curriculum mapping system which allows parents and staff to review the entire academic programme from Pre-K all the way to Grade 12. This allows parents to support their children with comprehensive knowledge of learning concepts and topics as they move through their years at IAA.

Parents can use Atlas....

- Go to <https://iaa-jo-public.rubiconatlas.org/Atlas/Authentication/View/PublicLogin>
- Password is **iaaatlas**
- Click on “Browser” and select the subject that you want to access
- Find below the Unit Calendar and snapshot Curriculum Map for Grade 8 English Language and Literature (for 2018-2019).



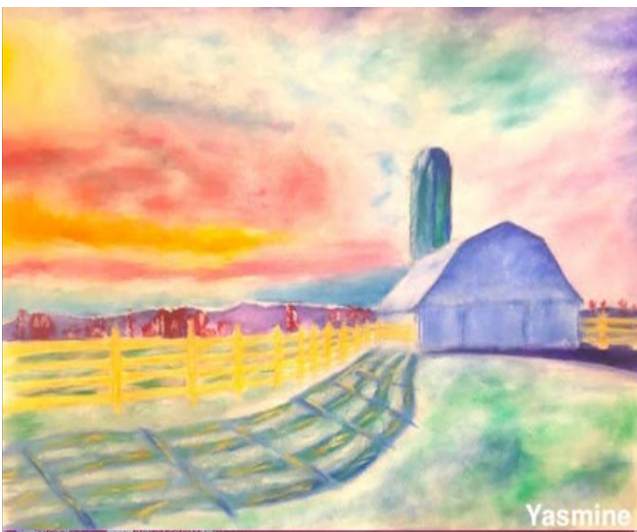
Unit	<input checked="" type="checkbox"/> Enduring Understandings/Statement of Inquiry	<input checked="" type="checkbox"/> Essential Questions/Inquiry Questions	<input checked="" type="checkbox"/> Content/Knowledge	<input checked="" type="checkbox"/> Skills
<input checked="" type="checkbox"/> Dystopia vs Utopia - The Giver (31.5hrs) (Week 1, 9 Weeks)	The dystopian genre explores themes of human nature and moral reasoning within communities that have grown out of catastrophic events.	•Factual: What are typical conventions and themes of the dystopian genre? •Conceptual: How does the author create a dystopian world, as opposed to a utopian world in the novel? What makes a "good" society? What happens when we lose or gain our individuality? •Debatable:	Week 1: • the dystopian genre has a number of common conventions • dystopian fiction tends to introduce utopian ideals that are then criticised or warned against via common themes • dystopian fiction often deals with ideas of identity in a community	Week 1: • identify the key and related concepts, and global context of the unit from the statement of inquiry and understand the focus of the unit's inquiry • consider their own identity - what makes them who they are? • identify key elements of dystopias and

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16.7 CHANGE OF CLASS

Students in Grade 9 may change their option classes within the first 4 weeks of the academic year, assuming availability and with permission from their teachers and parents. A special form exists for this. Grade 10 may not change their options.

Students in Grade 11 may change their subjects until a published date (usually five weeks into Grade 11). This can only happen with the consent of the parents and teachers, and a special form exists for this. However, there are always going to be exceptional circumstances during the year where students may find themselves in a situation where they wish to change a subject and these will be dealt with on a case-by-case basis. Students wishing to change from HL to SL and vice versa can be accommodated for much longer (all through Grade 11). Again, permission from all those concerned needs to be taken.



Yasmine



Raya-K



Ghazal



Laila

16.8 LIBRARY INFORMATION

The IAA Library is available every school day from 8am until 4pm. If students want to use the library or meet with the Teacher Librarian after 4pm, then an appointment must be arranged in advance.

Destiny Catalog

The Secondary Library Catalog (Destiny Discover) is located online. To search for books or ebooks, you can access Destiny at any time from school or home.

[IAA School Website à Library tab à IAA Senior Library](#)

Books are available to check out for 2 weeks during school hours. Ebooks can be checked out at any time for one week using your school-provided email and library password. Report any problems with access to ebooks to the librarian.

Databases

The Secondary Library subscribes to several databases all of which are accessible 24/7.

[IAA School Website à Library tab à IAA Senior Library à Top Ribbon](#)

If a username or password is required, please ask your librarian for help.

Database subscriptions are JSTOR, Gale Reference, and Britannica School. The library provides training throughout the year for your research needs.

Academic Integrity

The Librarian also provides students with resources to encourage the practice of academic integrity, including reference services and citation help.

Moodle Course Page

[The Library Course Page](#) is located on Moodle. This page contains tutorials on databases as well as Academic Integrity and MLA Citation help. The link to *Britannica School* will only work via Moodle if you are accessing it from home.



17.ASSESSMENTS

17.1 NUMBER OF ASSESSMENTS

These shall be determined according to programme requirements and grade level. The following principles will, however, be adhered to:

- Internal and external assessments for the DP and G10-MYP will be set according to an annually published assessment calendar
- Summative assessments will be posted on the assessment calendar on Moodle at the beginning of each semester and no less than five school days in advance of the assessment.
- No more than one summative assessment on one day may be given for grades 6–9.
- No more than two summative assessments a day may be given for grades 10-12.

Students will be informed:

- of the information to be assessed, the nature of the task, the criteria to be graded by posting the MYP cover sheet on Moodle no less than five school days in advance of the assessment.
- that DP and MYP exam, tests, and other summative assessments will be conducted using the standards and procedures as outlined by the IB Exam protocols.

Late Submissions

MYP students who hand in **late summative assessment tasks** will be marked as usual, and then the mark will be lowered by one band for each criterion assessed, unless a student has been ill and has a medical certificate or has an excused absence such as representing the school on a trip. The medical certificate must be scanned and emailed to Secondary (secondary@iaa.edu.jo) within 3 working days, where the first day includes the day of absence. For example, if a student was absent on Monday, then the medical note must be handed in by Wednesday. After the 3rd day, the medical note will not be accepted. The student will receive a zero on the summative assessment missed.

MYP students who hand in **late summative assessment tasks**, for an unauthorized reason, will be marked as usual, and then the mark will be lowered by one band for each criterion assessed. Students may not turn in work more than five days after the set due date. Teachers are not expected to mark late summative work turned in more than five days past the due date.

DP students will lose 10% of the overall final mark for that piece of assessment.

Missed Assessments

Special arrangements for assessments will only occur due to sickness (accompanied with a doctor's certificate), administrative approved absences or bereavement; otherwise the student will not sit the assessment and will receive no mark for it. Once again, the doctor's certificate must be handed in to the Nurse within 3 working days; the first day includes the day of absence.

Retests

A retest is not given to students. Once an assessment has been completed, the students may not be reassessed for the same material in order to improve this grade.

Misbehaviour During an Assessment

Should a student misbehave in such a way that their behaviour affects the rest of the class, the student will be removed to another location to complete the assessment. Consequences will then be determined/discussed once the assessment is complete. A student can receive a zero if conduct of behaviour during an assessment is unacceptable.

Cheating During an Assessment

When a student is caught cheating on an assessment, any materials that were being used to cheat are taken away from the student. However, the student will finish the assessment. For cheating offences, there is 'zero tolerance' in the Secondary School, and students will get zero for such an offence. Deputy Head of MYP (for grades 6-8), Head of MYP (for grades 9 – 10) or the Principal (for grades 11 and 12) will follow up on that incident.

Student Support for Assessments

Teachers are to follow the accommodations shared by the Student Support Team.

Missed Assessments

Grades 11 – 12 may make up an assessment during class time. Grades 6 –10 will make-up any assessments during the make-up assessment time which is offered Tuesday and Thursday after school.

DEVELOPED IDEA #1

Magnets do not connect the circuit the wrong way

How the pieces can connect above each other using magnets.

like shown above but will be a complete circuit

16mm, 13mm, 15mm

POWER, INPUT, OUTPUT, DC MOTOR

Improve problem solving skills by learning how to connect parts

Modular → design for disassembly → easy

relative advantage:
- Increased productivity and learning skills

Compatibility
- My innovation replaces board games and less interactive games

Before adding the magnets, it will go into this breadboard

Easy assembling and disassembling enable green design

Use of bright and attractive colors to catch the eye.

The cover packaging will be a young girl

Vacuum molded packaging to hold sensors inside

Motivates young girls

Material PLA (environmentally friendly)

Expert appraisal

This joining mechanism is not applicable. Magnets wear off.

Example circuit 1

Example circuit 2: Building a robot using these blocks

CAD model on Thingiverse platform.

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17.2 STUDY SKILLS

Getting started

When starting a piece of work, ensure you understand what you have been asked to do. Where possible, break it down into smaller sections. Make sure you have set aside enough time to be able to do all, or a section of, the task without interruption.

Reading

- Learn to skim read before reading in detail.
- Learn to scan, to look for specific pieces of information.
- Add a dictionary and an encyclopedia website to your list of favourites.

Note-making

- Write down / type important facts and ideas.
- Use your own words rather than those of the teacher.
- Abbreviate where possible, for example “possible” could become “poss”.
- Highlight key words.
- Use a flow chart, spider diagram, list or any other style to help you log your ideas.

Writing up projects

- Make sure each section has a heading.
- Make sure your ideas have a logical order.
- Write clearly using your own words.
- Label any drawings clearly and accurately.
- Check your spelling and punctuation.

Presentation of Online Notebook

Presentation of the online notebook falls under the ATL skill of self-management - keeping an organized and logical system of information files/notebooks.

Teachers will have access to each student notebook, so that they can check it for presentation and give feedback on the content directly on the document.

To maintain a consistent format for all documents, up the items listed below as your default.

- Font: Calibri, 11
- Paragraph alignment: left
- Paragraph spacing:
 - Before and after: Opt
 - Line spacing: single
- Page layout: size A4

Students should also

- Write the date at the left-hand side of the page: e.g. August 30th, 2020
- Write the title underneath the date - centred, underlined, size 13
- Leave one line after the title
- Underline and bold the subheadings
- Number pages
- Double space or indent paragraphs

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17.3 REVISING FOR ASSESSMENTS

Planning

Find out what topics will be on the assessment. Your revision topics will be provided in the exam revision booklet.

Choose the right place

Work in the same quiet place.

Ensure that the workplace is well lit to avoid tiring your eyes.

Keep your work space tidy and use a firm chair.

Make sure you have enough space to spread your textbooks and notes. Get rid of all distractions, and make sure you feel as comfortable and able to focus as possible.

Make a Revision Calendar

Plan your revision carefully so you have enough time to cover each topic. Work backwards from the assessment and divide up your time. Use a large planner to write in times of your assessments. Divide up your time, making sure you spend more time on the weaker subjects. Leave some slots blank so you can use them for extra revision. Leave some time for yourself especially just before the assessments.

Make Your Revision Active

Give your revision session a focus. Don't just re-read your notes in hope you will learn them. Learn about a particular part, then test yourself by drawing a diagram or flowchart, make pictures, cartoons, put boxes around words, talk to yourself. Explain an answer to a question to those around you. That will help you to get it clear in your head and can highlight any areas where you need more work.

Take Regular Breaks

Studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

Snack On 'Brain Food'

Keep away from junk food, caffeine, energy drinks and carbonated drinks! Keep your body and brain well-fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fruits, vegetables, whole-grain cereal, nuts and yogurt. Drink lots of water.



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17.4 COPING WITH STRESS

Stress is the body's normal response to a challenge, threat or excitement. Some people cannot perform due to stress and others are motivated by it to do well. You need to find out what level of stress motivates you and what amount paralyzes you. When you know this, you make sure that you keep your stress levels in the motivational zone. See 'six ways of coping with stress' below.

1. Get Organised

Draw up an action plan to improve your time management. Plan ahead and set yourself goals. Identify busy periods if necessary.

2. Think Positively

Recognise what you have achieved so far. Make a list of tasks and tick them off as you finish them. Take action! Don't put off those tasks you don't want to deal with. Make a plan and stick to it. Keep problems in perspective. Remember to think about what you are doing well.

3. Keep Fit and Healthy

When you are under stress your body produces adrenalin. Exercise helps to get rid of the biochemical effects of stress, so making you less tense. Eat a balanced diet and eat regularly. If you're hungry and stressed, you're less likely to be able to concentrate properly. Get plenty of sleep. If you're too tired, you can't study efficiently. Remember to give yourself time to unwind before going to sleep.

4. Learn to Relax

Allow time for relaxation. Find the balance between time spent working and leisure. Learn relaxation techniques (eg. Breathing quietly for 5 minutes). This will help you to control your stress.

5. Stay in Control

Take responsibility for dealing with your stress. Don't blame your circumstances. Have realistic targets. Don't try to change everything at once. Identify what is causing your stress and take steps to change it gradually.

If your stress is caused by parental pressure, avoid getting into unproductive arguments. Try to keep calm, listen to what your parents say. Try to understand their point of view. Then put forward your ideas assertively rather than aggressively.

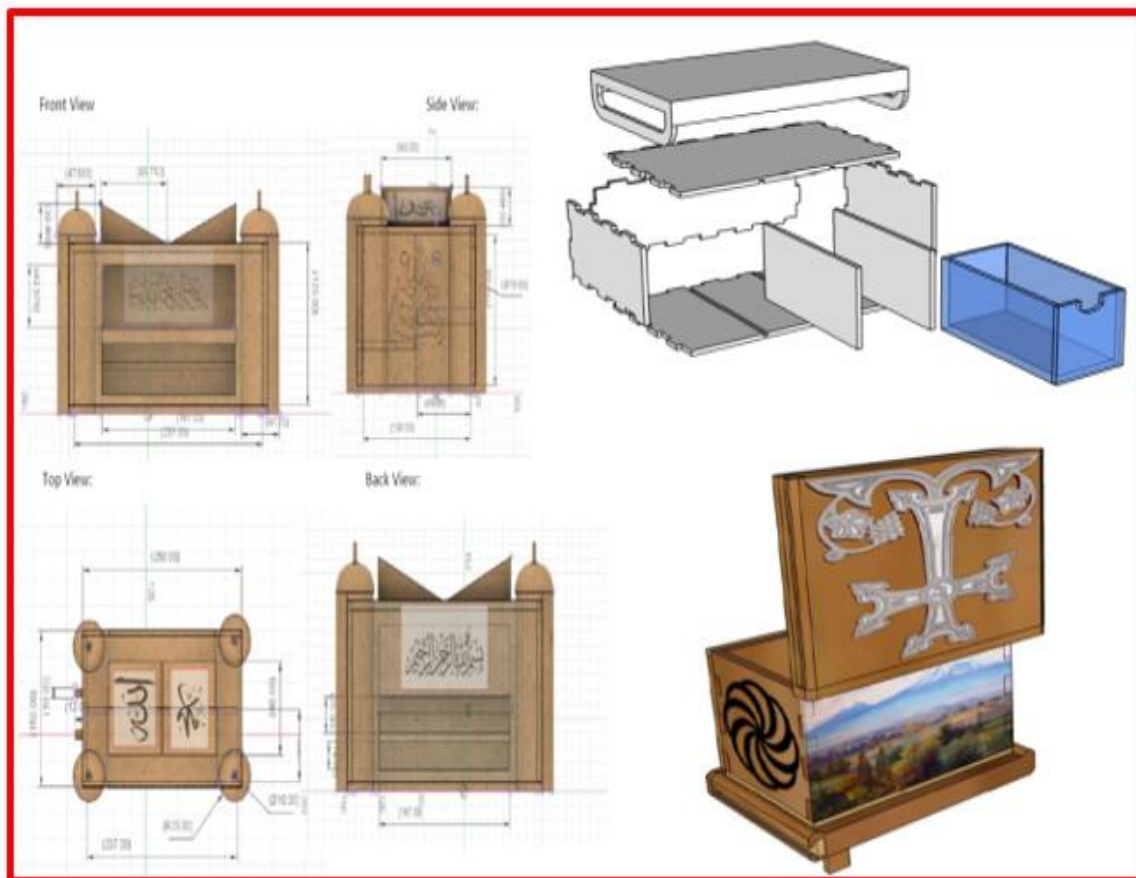
6. Talk it Over

Find someone to talk to. Find an adult who you feel would listen to you and tell them why you are feeling anxious. Ask for advice. Discuss ways of dealing with your stress. Then make up your own mind what you are going to do about it.



17.5 TIPS FOR SUMMATIVE ASSESSMENTS

1. Read the INSTRUCTIONS on the assessment carefully.
How many questions do you have to answer?
Are there questions on both sides of the paper?
Do your answers have to be on separate pieces of paper?
2. For each assessment, you will be given 5 minutes reading time. During that time, read ALL of the questions. You are not allowed to write during that time.
3. Keep an eye on the command terms. These terms inform you on the amount of detail required in your answers.
4. Decide on AN ORDER of answering – do your BEST questions FIRST.
5. Stay in motion. If you do get stuck on a question, think about it for a minute or two. If nothing comes to you, move on to another problem. You may later have time to return to it.
6. When answering questions, try not to repeat yourself. Keep your language and expression straightforward.
7. If you have time, check your answers for SPELLING, GRAMMAR and EXPRESSION.



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17.6 CODE OF CONDUCT DURING ASSESSMENTS

During any summative assessment, all students are expected to behave in the following manner:

1. Students must enter and leave the assessment room in a quiet and orderly manner. They are to sit in their assigned seats.
2. No talking or communicating with any student either at the beginning whilst assessments are distributed; during the assessment; or at the end when materials are being collected. This includes eye contact and gestures. **Breaking this rule may result in the assessment being cancelled.**
3. Stationary must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an assessment.
4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the assessment room any student whose behaviour is interfering with the proper conduct of the assessment.
5. No questions may be asked of the invigilating teacher.
6. All materials which may not be used during the test (notes/textbooks) are to be left OUTSIDE of the classroom.
7. All assessments must be completed in blue or black pen, unless instructed otherwise. Some assessments may be completed electronically.
8. Students who finish the assessment early are not allowed to leave the examination.
9. Students who are over 30min late to the assessment will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the assessment but will not be given extra time.
10. Phones and smart watches must be handed in as soon as you enter the assessment room.
11. White-out is not to be used during the assessment.
12. Students are not allowed to go to the toilet during the first hour and last 15 min of the assessment.



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What you need to bring to the assessment – all placed in a clear, plastic bag

- Two pencils
- Sharpener
- Eraser
- Two blue or black pens
- Calculator
- Ruler
- Water bottle (optional)

What you are NOT allowed to bring into the room:

- Pencil case
- Mobile phone, smart watches, iPod, mp3 player, ear pods, or any other electronics
- Own paper and white out / tipex
- Food (including candy)

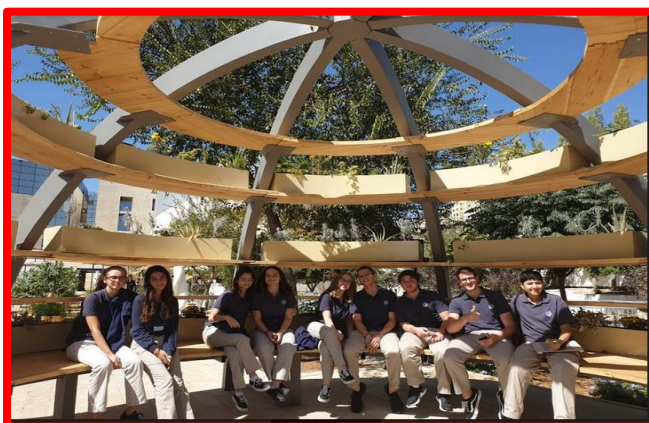


17.7 GRADING

MYP

The school uses MYP grades, on a 1-7 scale, to report on each subject at the end of each semester. The table below explains the descriptor for each achievement level.

Achievement Level	Descriptors
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .



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MYP Assessment Criteria for All Subjects:

All of the descriptors for the subject criteria are included in the [MYP Student Handbook](#), which can be accessed from the Student-Parents tab on Moodle. These descriptors should be utilised to set goals, ask questions on how to improve, and evaluate one's own work before submitting it to the teacher.

Criterion	Arts	Maximum	Criterion	Individuals and Societies	Maximum
A	Knowing and understanding	8	A	Knowing and understanding	8
B	Developing skills	8	B	Investigating	8
C	Thinking creatively	8	C	Communicating	8
D	Responding	8	D	Thinking critically	8
Criterion	Sciences	Maximum	Criterion	Design	Maximum
A	Knowing and understanding	8	A	Inquiring and analyzing	8
B	Inquiring and designing	8	B	Developing ideas	8
C	Processing and evaluating	8	C	Creating the solution	8
D	Reflecting on the impacts of science	8	D	Evaluating	8
Criterion	Mathematics	Maximum	Criterion	Physical and Health Education	Maximum
A	Knowing and understanding	8	A	Knowing and understanding	8
B	Investigating Patterns	8	B	Planning for performance	8
C	Communicating	8	C	Applying and performing	8
D	Applying mathematics in real-life contexts	8	D	Reflecting and improving performance	8
Criterion	Language and Literature	Maximum	Criterion	Language Acquisition	Maximum
A	Analyzing	8	A	Listening	8
B	Organizing	8	B	Reading	8
C	Producing Text	8	C	Speaking	8
D	Using Language	8	D	Writing	8

To determine grades, teachers first review a student’s achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the course of the year, taking into account factors such as the difficulty and importance of specific tasks, and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart (shown below) is used to determine the overall 1-7 mark for the semester.

Grade	Boundary Guidelines
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32



In addition to the grade out of 7, teachers all assess students on the following Approaches To Learning (ATL) skills. The scale used is excellent, very good, good, satisfactory and needs improvement.

Skill	Description
Communication	<ul style="list-style-type: none"> ● Exchanging thoughts, messages and information effectively through interaction ● Reading, writing and using language to gather and communicate information
Social	<ul style="list-style-type: none"> ● Working effectively with others
Self-management	<ul style="list-style-type: none"> ● Managing time and tasks effectively ● Managing state of mind ● (Re)considering the process of learning, choosing and using ATL skills
Research	<ul style="list-style-type: none"> ● Finding, interpreting, judging and creating information ● Interacting with media to use and create ideas and information
Thinking	<ul style="list-style-type: none"> ● Analysing and evaluating issues and ideas ● Generating novel ideas and considering new perspectives ● Using skills and knowledge in multiple contexts

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The following qualifiers are used to evaluate a student's ATL skills.

Level	Meaning	Qualifiers
E - Excellent	Significantly Exceeding Expectations	Always, committed, complete, consistent, exceptional, exemplary, high degree, masterful, meticulous, proficient, thorough
VG – Very Good	Sometimes Exceeding Expectations	Considerable, frequently, most of the time, often, usually successful, usually thorough
G - Good	Meeting Expectations	Acceptable, adequate, at level, moderately, suitable
S -Satisfactory	Approaching Expectations	Approaching at times, developing, some, sometimes
NI - Needs Improvement	Below Expectations	Limited, few, rarely, infrequently, minimal, poor

What should students do with the assessment information given to them by teachers?

- Make sure they understand the criteria that will be used for each assessment task
- Self-assess while planning and preparing for an assessment task, and ask: How am I doing?
- Carefully review comments made by teachers and use it to improve on future tasks
- Talk to their teachers about their progress.

How do teachers ensure that grades are fair and accurate?

- Teachers within each subject area work together to plan major assessment tasks.
- Teaching teams conduct internal standardization, working together to assess student tasks. This ensures that a student's task would earn the same mark from any IAA teacher.

Tutorisation of Work

The IB programmes advocate the nurturing of independent learners as is reflected in the Learner Profile. IAA, in its attempt to reinforce such a predisposition towards learning and teaching, endeavours to reinforce these skills amongst its students. This is to be reflected by having our MYP students finish most summative assessment tasks in class and under the supervision of teachers. These assessments include, but are not limited to, writing of essays, conducting research, and finishing different types of oral presentations. The teacher might ask students, as homework, to conduct essential research and to finish the planning; however, the final product should be finished in class for all subjects. The school aims, that by adopting such a strategy, our students' learning will be enhanced and sustained in a manner that would make them lifelong learners; which is a realistic reflection of the IB Mission and Vision.



DP

The Diploma uses both internally and externally assessed components to assess student performance. The marks awarded for each course range from 1 (lowest) to 7 (highest) and are awarded based on the extent to which students master basic and advanced skills such as:

- Knowledge and understanding of content and concepts
- Critical thinking, reflective, research and independent learning skills
- Application of standard methods
- Analysing and presenting information
- Evaluating and constructing arguments
- Creative problem solving

Source: The International Baccalaureate: Diploma Programme grade descriptors 2015

DP Grade Descriptors for All Subjects:

Each subject in the Diploma/Courses Programme has their own set of grade descriptors for each grade (1-7). These descriptors consist of characteristics of performance at each grade and are available here <http://bit.ly/1BtjkJb>. These subject specific grading descriptors are a useful reference point when undertaking assessments, reviewing progress in report cards and in understanding predicted grades.

17.8 IAA ACADEMIC EXPECTATIONS

IAA promotes academic excellence and provides consistently challenging targets by using an internationally recognized curriculum. IAA aims to place students both in the top schools around the world and in the schools that are best suited for each student.

In order for a student to be able to access the IB curriculum and successfully apply their knowledge to the next level, a student *ideally* needs to maintain an average of a level 4 out of 7 as a GPA, as well as a level 4 in Maths, Science, Arabic and English.



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Students of Concern

Students who are not able to maintain the grade standards above will find each year more and more difficult, tending to fall behind their peers in attaining the skills and knowledge of that year and subject.

At IAA, we want to maintain strong communication with the parents of our students during students' academic and personal growth. We recognize, however, that it is necessary to be in close contact with parents at any point in which a student is achieving below a 4 in any of the MYP courses.

If a student is not improving enough to achieve a grade of four (4), the teacher will speak to the parents at the end of the Progress Report month (November) and before the end of Semester 1(January). This procedure is to be repeated, if necessary, in Semester 2.

When speaking to the parent and student, the teacher will offer concrete ways in which to improve academic and behavioural achievement (i.e. complete all homework assigned, stay after school for help, edit and revise work, focus on a particular area, be an active learner, etc.)

During Parent-Teacher conferences, staff will be transparent, giving parents accurate feedback, even if difficult. Concerns must be expressed.

Students will work toward the achievement of a four (4) or higher (i.e. by attending after-school help, during break help, keeping up with homework, keeping up with due dates, asking the teachers specific questions for clarification, maintaining a study schedule and being organized for the school day, etc.) Parents will help their children achieve this by checking on their child (i.e. through Moodle, the assessment calendar, asking to see work, organising for the next day with their child, etc.)



18.STUDENT PROMOTION POLICY

Promotion between Grades 6 to 10

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for a retake exam in the subject(s) two weeks before the start of the new academic year.

A student who still does not attain more than a '2' in two or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted, required to repeat the previous grade.

A student who still does not attain more than a '2' in a singular subject will be promoted but will start the next grade on an academic contract for that subject. If the student is unable to then achieve more than a 2 in that subject (allowing for another retake at the end of this grade) then he/she will not be promoted.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

Promotion from Grade 10 to 11

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for retake exams in the subject(s) before the start of the new academic year.

A student who still does not attain more than a '2' in one or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted or required to repeat the previous grade.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.



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In addition, based on the transcript results that are released by IAA at the end of semester2 in G10:

- A student who does not successfully complete SAA and/or does not achieve at least a Grade 4 in the PP then the decision for them to enroll in the full IB Diploma is at the discretion of a committee consisting of the Director, the Secondary Principal and the Head of the Middle Years Programme.

Please note the following requirements for a student contemplating the scientific stream:

- Students who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for Mathematics HL. Students who do not obtain a '4' in Grade 10 Mathematics will not be allowed to register for Mathematics Standard Level Analysis and Approaches.
- Students who do not obtain a minimum of a '5' in either of the integrated or discrete sciences and who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for a Higher Level in Physics.

Promotion from Grade 11 to 12

If a student achieves 3 or less on the end of year HL exam, they have to re-sit for that exam before the start of the next academic year. Students achieving 2 or less on the end of year SL exam will have to re-sit for that exam before the start of the next academic year. Students who do not obtain 22 points by the Semester 2 grading point of Grade 11 will not be allowed to carry on to Grade 12 as full Diploma students. They must be registered as Diploma Course students and their programme of study changed accordingly.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.



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19.ATTENDANCE

IAA values teaching and learning time. When a student misses class time, valuable learning does not take place, and students are left with gaps in knowledge and skills that become apparent during assessments. Furthermore, the absence may affect the teaching staff who may have to change plans for lessons, as well as affect other students' learning from this disruption.

19.1 STUDENT ATTENDANCE

Please call Secondary Reception to inform us if your child will not be attending school.

Students are expected to attend at least 90% of their scheduled classes in Grades 6-12. Given that the school year is comprised of a minimum of 180 school days, this means that no student at IAA may be absent more than the above stated percentage in an academic year. Should this happen, then the school would discuss this with parents/guardians as the learning of the student is being seriously compromised.

Students will not be allowed to leave IAA during the school day. Appointments should be limited to after school hours. In situations, where appointments cannot be arranged after school, parents must inform the Secondary Receptionist 24 hours in advance.

Students who have Embassy appointments that must be taken during the school day will be allowed to exit the school campus when solid proof of appointment is provided. On days, when students must leave school suddenly due to special circumstances, the parents / guardians must come to school, in person, to pick them up.

If students are absent from school, they are not allowed to participate in a school event that takes place on the same day as their absence. Also, students who do not attend school the day after a school trip, when they are expected to be at school, will not be allowed to attend future trips.

19.2 IAA GATE POLICY

Students are expected to be on campus by 7:45 am for the National Anthem and to allow for an orderly start to the school day. The school gates will close at 7:50 am. Students who are late will be allowed two late entrances per Semester. On the third time the student will not be able to access the campus. Please be reminded that traffic can be heavy around school from 7:30 am so leave in good time for school.

Students who arrive to school late after 8am, will not be allowed entry. They will be sent home. Exceptions are made for those who arrive late to school with a medical note showing that they have been to see a medical practitioner that morning. However, this should be a rare occurrence. The same rules will apply as with the gate policy: two medical notes per semester will be allowed, and then the student will not be allowed entrance to school.

Parents will be informed if their child is persistently late to morning registration. This may also result in having their child serve an afterschool detention.

19.3 TRUANCY, MISSED CLASSES AND LEAVING SCHOOL GROUNDS

A student who is absent from school without permission from his/her parent or legal guardian shall be considered as truant. Parents/legal guardians of students suspected of being truant (i.e. without school and/or parent knowledge), will be contacted by IAA. This will be documented and IAA will take appropriate action. Truancy is regarded as a major infraction which may eventually lead to the student's expulsion from school.

Students may not miss class to attend their siblings' activities in Primary.

No student may leave the school campus on grounds of illness unless they have a signed note from the nurse.

No assessments due or given that day will be made-up for students who are truant. They will receive a "0" in addition to other consequences

Students who intentionally miss a class when in school will serve two afterschool detentions (G6-8) or an internal suspension (G9-12).



20. SECONDARY UNIFORM GUIDELINES

MYP Uniform

1. Beige school-issue trousers and polo shirts/formal shirts with collar and brown sweater (shorts are not allowed).
2. PE shirts or PE sweaters are not allowed when dressed in the regular uniform.
3. Shirts must be buttoned all the way until beneath top button.
4. Undershirts must be white in colour.
5. Undershirts must be tucked in the trousers.
6. Only school uniform hooded jackets and coats may be worn.

DP Uniform

1. Beige school-issue trousers
2. Navy uniform polo shirt
3. Navy uniform hooded sweatshirt

PE Uniform

1. School PE kit must be worn for PHE.
2. This includes the IAA PE T-shirt or House T-shirt and the IAA Tracksuit.
3. Once PHE class finishes, students may continue to wear their PE Kit for the rest of the school day.

Hair

1. Boys: Short, neat haircut.
2. Girls: Long hair should be tied back neatly for G6-9.

Footwear

1. Black shoes, no open-toed shoes, sandals or high heels.
2. If boots are worn in winter, they may be black or brown.

Jewelry

1. Religious necklace pendants to be tucked inside the shirt.
2. Small stud earrings for girls (maximum two per ear).

School Bag

1. This should be a backpack of sensible size, is large enough to carry daily equipment and able to fit into lockers.
2. Wheelie bags may not be used unless a medical note is provided.
3. Students are responsible for carrying their own school bags.



Students are not allowed the following:

- Make-up, lip gloss, coloured nail varnish and tattoos are prohibited

Prohibited Footwear

- Brightly coloured shoes
 - Sandals or open-toed shoes
 - High heels
 - Clogs and crocs
- No jewelry may be worn. Nose piercings are not allowed and will be asked to be removed.

What will happen if you do not wear the correct uniform?

A call home will be made to have the proper uniform brought to school, and the loss of breaks until proper uniform is worn.

Expectations for Civvies Day

Non-uniform days will continue to reflect the value of modesty and to reflect a positive learning environment.

- Strapless or spaghetti-strapped tank tops and low-cut shirts may not be worn
- No undergarments should be seen
- Writing and graphics on all clothing should reflect positive images
- For ripped jeans, rips above the knees are unacceptable
- Dresses and skirts must be below the knee.

Please note that if students do not meet our expectations for Civvies Day, then parents will be contacted to bring in the appropriate clothing.



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21.ORGANIZATION

21.1 LOCKERS

Each student will be assigned an individual locker to store their laptop, textbooks and personal belongings. A combination or padlock must be brought in. Grade Leaders and Tutors will use registration time to ensure that G6-8 students organize themselves for the day by taking only what they need for their morning classes and storing everything else in their lockers.

21.2 EQUIPMENT LIST

Students MUST arrive to EVERY lesson with the following equipment:

- 1 fully-equipped pencil case containing:

Blue and/or black pens

1 set of highlighter pens

Eraser

Pencils

Pencil sharpener

30cm ruler

Coloured pencils

Glue stick

Protractor

Compass

GDC: TI 84 Silver Edition for Grades 9-12

Scientific Calculator for Grades 6 - 8

- A bottle of water (to be carried at all times)
- Laptop with power cable and correct adaptor (3-prong) for the wall socket

The following items are NOT to be brought to school under any circumstances:

- Tippex/White-out



22.IAA BEHAVIOURAL EXPECTATIONS

22.1 REPRESENTING IAA

Students have the opportunity to represent IAA and Jordan when travelling outside the school in addition to exhibiting attributes of the IB learner profile. As such, we hold our students to the same high behavioural expectations outside of the classroom as we do to inside the classroom.

Students who are unable to demonstrate satisfactory behaviours in school will not be allowed to participate in trips. Any student on 'hold' for behavioural issues will automatically be barred from local and international trips. Students whose behavioural records show multiple behavioural incidents may well be barred from trips, at the discretion of the Secondary Leadership Team.

IAA collects a one-time 25 JD fee at the beginning of each school year from each student to pay for the local field trips that occur throughout the year. The local field trips that occur during the school day are connected to the curriculum. Each grade level will have its own trip(s) and experience(s); therefore, the number of trips varies by grade level.

22.2 LIBRARY BEHAVIOURAL EXPECTATIONS

Students are expected to behave appropriately and observe the following guidelines when using library resources.

- Respect the library staff as you would any member of the IAA community.
- Any talking should be limited to academic conversations. Excessive loudness and distracting behavior will have the following consequences, especially when students are present without teacher supervision.

First offense: verbal warning from staff

Second offense: polite request to refrain from distracting behaviour

Third offense: sent to Head of Libraries

Fourth offense: sent back to class or referred to Secondary Admin for appropriate action

- Use cubbies provided to store your backpacks while in the library.
- Clean up and take belongings with you when you leave. The library is not responsible for lost or stolen items.
- Respect all library equipment, including tables, chairs, computers, books and other resources. Notify the library staff if you see any damaged equipment or books. Any lost or damaged resources must be paid for.

Care for and return library resources promptly. You may renew any materials you may need for longer than 2 weeks. Those in the DP cohort may arrange to keep books over the summer on a case-by-case basis in consultation with the librarian.

22.3 SCIENCE SAFETY RULES

- Unauthorized experiments must not be attempted.
- Know the location of the fire extinguisher, eye wash station, first aid kit and safety shower (if present).
- Do not enter the Laboratory unless you have been told to by a teacher. Line up outside and wait for instructions.
- Bags must be placed on the windowsills.
- Keep pathways clear by placing extra items (laptops, books, etc.) on the shelves.
- Listen closely to all instructions and carry them out carefully and precisely. Ask if you need help.
- Know what you are doing by reading the assigned experiment before you start to work. Pay close attention to any safety precautions described in the laboratory exercises
- Do not eat, drink or taste anything in the Laboratory.
- Do not touch apparatus or chemicals unless instructed to do so.
- Wear eye protection and lab coats when instructed.
- Do not attempt to remove the glass tubing from a stopper.
- When using a Bunsen burner, make sure that hair is tied back to keep it away from the flame.
- Do not point a test tube being heated at another student. Do not look into a test tube while you are heating it.
- Beware of putting electrical equipment near a sink.
- Always look where you are going and never run or hurry in a Laboratory.
- Report any accident or breakage to the teacher immediately. Wait for instructions about clean-up; do not do it yourself.
- Keep your bench clean and tidy.



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22.4 DESIGN TECHNOLOGY SAFETY RULES

Design Technology Workshop Health and Safety Rules:

- Do not enter the workshop unless you have been told to by a teacher. Line up outside and wait for instructions.
- Bags are to stay outside the class or inside the locker. Laptops and stationary must be brought into the class.
- Before entering the workshop, make sure you have your hair tied back and shoe laces done.
- Do not eat or drink in the workshop.
- Do not touch any tools unless instructed to do so.
- Wear eye protection and aprons when using tools and equipment in the workshop.
- When using power tools like 3D printers, CNC router machine, laser cutter, disc sanders, scroll saws and the band saw, make sure the extractor is turned on.
- Always look where you are going and never run in the workshop.
- Put all sharp tools facing downwards when moving them from one place to the other.
- Report any accident or equipment damage to the teacher immediately.
- Tidy your bench clean and tidy. Stand by your bench and wait for instructions.
- Keep all your practical work in your dedicated storage box.



22.5 STUDENT REPRESENTATIVE COUNCIL

Aims

- To give students a responsibility for sharing in running of the school by contributing to the decision-making process and discussing practical day-to-day matters
- To give students the opportunity to elect representatives who can make constructive suggestions at a meeting with the senior managers of the school
- To provide students with the experience of democratic election and debate.

Procedure

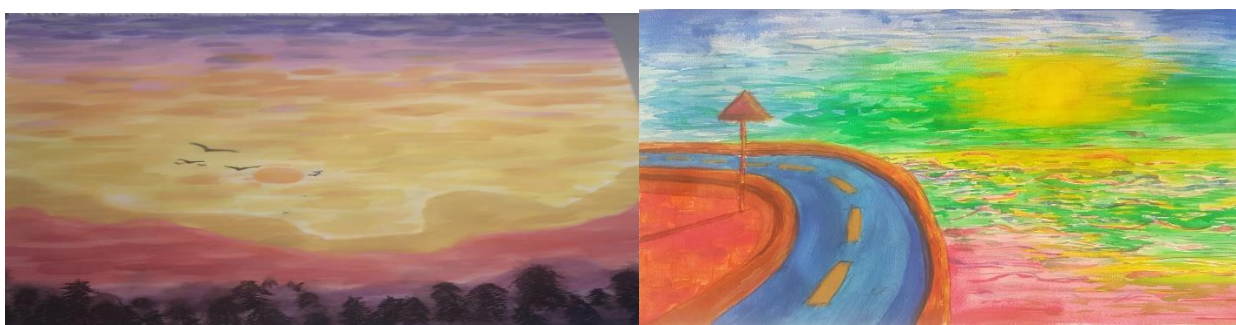
The Student Representative Council (SRC) comprises of a Head Boy and a Head Girl who are chosen annually. Candidates must be from Grade 11. If they want to be considered, they put forward nominations to the School Principal. If they fulfill the criteria of the application process and have an adequate academic standing, they will be invited to make a speech at the Assembly. The secondary student body will vote for the two positions.

The SRC also comprises two representatives from each grade. The elections take place annually, early in the first semester, via a presentation made by candidates to their respective grade. Those elected are responsible for representing the views of their grade for the remainder of the academic year.

Role

The SRC will meet regularly throughout the year. They may also attend meetings as requested by the Principal. Issues frequently debated include academic topics, examinations, school events, charity ventures, facilities, uniform and catering. Student representatives are required to feedback to their grade the matters discussed and any decisions reached. They should also note any comments or matters arising to be taken to the next meeting.

All members of the SRC are expected to conduct themselves in a manner that models the expectations of IAA for the student body. Head Boy and Head Girl are expected to play a leading role in School Assemblies and to represent the students at social events. They may be called upon to represent the school at external functions.



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22.6 HOUSE SYSTEM

Four houses are Pella Falcons, Rum Wolves, Zara Wildcats and Aqaba Dolphins.

The House system allows students to contribute to the success of their House through a range of academic, sporting and other enrichment activities. It is an opportunity to integrate the Learner Profile into the daily life of school.

House Points should be given regularly to positively reinforce good standards amongst students.

- Given individually to students in Grades 6 to 8
- Given collectively to houses for performance by teams in all grades in activities such as sports days
- Maximum House Points to be given at one time are 2
- Given for anything positive in or out of the classroom (outstanding work, work that shows greater commitment, being helpful, setting a good example) as it relates to the Learner Profile.

We never take House Points off for negative behaviour.

Individual House Points are recorded and students are awarded certificates dependent on the number that have been awarded:

Certificate	Number of House Points
Bronze	50
Silver	100
Gold	150
Platinum	200

At the end of each term, the House that is leading the points log is congratulated.



22.7 RECORDING OF POSITIVE AND NEGATIVE BEHAVIOUR

It is essential that all instances when a student is rewarded or sanctioned for their behaviour are recorded. This allows for patterns to be identified and for evidence to be collected that gives the justification for any further actions. All incidents are recorded on Teachers Plus.

Letters of Commendation are reserved for events that require merit above and beyond House Points. A letter home will be prepared and sent, while a copy of the letter and the original referral will go in the student's file. Academic achievement, good behaviour and community services are some examples for which such a letter could be prepared. Any student who gains a letter will also be awarded two House Points for the appropriate Learner Profile attribute.

In Grades 9 and 10, special postcards can be given to students for notable achievements and positive actions that deserve to be recognized and celebrated. These will be given to the Grade Leader by the teacher who is giving the cards, and the Grade Leader will hand out to the students.



Negative Behaviour Management

“Students – My Rights and My Responsibilities” lays down the fundamental expectations for student behaviour at IAA. If a student is unable to meet these expectations, then there is a clear Ladder of Consequences. Teachers must follow the Ladder of Consequences and will receive full support for doing so.

Ladder of Consequence

Step 1
Students should:

- Participate respectfully in class
- Bring the proper resources
- Follow classroom expectations
- Clean up after themselves and not litter
- Use Language appropriately and work as instructed in classes

.... and exhibit other positive behaviours as determined by the school

Sanction 1- If I do not behave in the way that an IAA student should, then:

- Staff will email home and the student's behaviour will be registered on AP Web

Step 2
If I continue to ignore the expectations of an IAA student **then:**

Sanction 2

- Staff will email home and the student's behaviour will be registered on AP Web
- Break detention will be served by student

Step 3
If I am unable to change my behaviour to what is expected of an IAA student **then:**

Sanction 3

- Staff will email home and the student's behaviour will be registered on AP Web
- Tutor will call home
- Student placed on a 2 week behaviour report

Step 4
If I am unable to change my behaviour to what is expected of an IAA student **then:**

Sanction 4

- The student's behaviour will be registered on AP Web
- Grade Leader will call home
- Student placed on a 2 week behaviour report
- After school detention
- Letter home

Step 5
If I am still unable to alter my behaviour to what is expected **then:**

Sanction 5

- The student's behaviour will be registered on AP Web
- Head of Student Affairs calls parents for a meeting
- Student placed on a 1 month behaviour report
- After school detention
- Letter home

Step 6
If I am still unable to follow the IAA basic expectations for behaviour **then**
my parents will be called in and I will be placed on Contract.

Behaviours which are dangerous, verbally and /or physically unacceptable, bullying, or cause damage will be addressed on an individual basis by the Heads of School.



الأكاديمية الدولية - عمان
THE INTERNATIONAL ACADEMY - AMMAN
Learners of Today - Leaders of Tomorrow

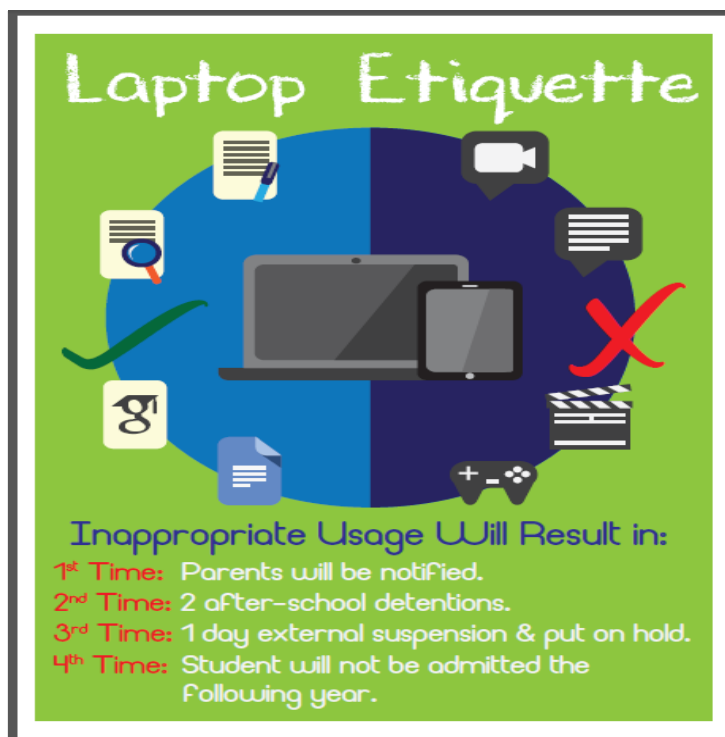
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22.8 LAPTOPS, MOBILE PHONES AND OTHER ELECTRONICS

Inappropriate Use of Laptops

Students who misuse their laptops are displaying a clear disregard for their learning environment. Should students be found playing games, watching videos, using social media applications, working on other subjects without permission or using it inappropriately in any other way during class, then the following sanctions will apply:

- 1st time: Phone call home and warning letter sent to parents by the appropriate administrator.
- 2nd time: Phone call home and warning letter sent to parents by the appropriate administrator. Student will also serve two after school detentions.
- 3rd time: Student will serve a one-day external suspension, be placed on contract and his/her place at the IAA put on hold.
- 4th time: Student is not asked back to school for the following academic year.



'Mobile phones/i-Pods/AirPods/beats headphones other determined electronics: G6-9 must store these items in their lockers. They are not allowed to bring them to class. G10-12 are only allowed to use them as part of instruction for that unit, with teacher's permission.

If any child is found with these items, they will be confiscated and given to the appropriate Principal/Head of School/Deputy Head of School. Such items will be returned on the next school day, at the end of the day. If confiscated on a Thursday, it will be returned at the end of day on the Sunday.

IAA Acceptable Use Agreement

Leadership: I will be a leader in how I use technology and conduct myself online.

Duty: It is my duty to use technology safely.

Acceptance: I will accept others and be respectful online.

Students G5-G12	Parents	School
<ul style="list-style-type: none"> • I will take care of the computer and other devices. • I will bring my computer to school with the battery charged. • I will keep my files backed up. • I understand that if I do not log into my account on a school computer and save my work to that account that my work will be lost. • I understand that this agreement applies to all devices I might use. • I will only use technology in the classroom appropriately and when directed to do so by my teacher. • I will only share my password with my parents and teachers, and I will not use anyone else's password. • I will change my IAA password when prompted to do so and get help if needed; I am responsible for academic and personal consequences if I do not. • I will not give out personal information, including my birthday, last name, address, school, picture or phone number, to anyone online. • I know that everything I put on the Internet stays there forever; I will be careful about my "Digital Footprint". • I will only represent myself online. • I will always get permission before I upload or download photos, videos or games. • I will be kind and respectful when commenting on someone else's online work and participating in online forums. • I will not be mean, rude, or hurtful to anyone online. To do so is to be a Cyberbully. • I will tell an adult if anything happens online that makes me or anyone else feel upset or unsafe. • I will uphold academic integrity and respect copyright law regarding the intellectual property of others (including videos, music, pictures, and documents) by following proper citation style and getting permission to use it if necessary. • I will not attempt to access others' files. • I will manage online distractions. • I will not use my computer in a way that will disturb others. • I know that if I break the rules, there will be consequences. • I will make good choices about when and how often I get in touch with my friends online. 	<ul style="list-style-type: none"> • I will talk with my child about my expectations for tech use at home. • When concerned about my child's technology use I will talk with my child about what concerns me and why. • I will work in partnership with the school to support my child. • I understand that if my child does not abide by the rules there will be a consequence. 	<ul style="list-style-type: none"> • We will guide you in how to work responsibly, safely, respectfully and honestly with technology. • We will be available to answer questions you have about technology. • We will provide you with great resources to enhance your learning.

22.9 BULLYING POLICY

All staff have a duty to ensure that the learning environment is safe and secure for all (students, staff and workers). Students and staff must report any instance of bullying or harassment to the Grade Leader. It is expected that all members of IAA community should:

- Accept individual differences
- Be understanding of individuals' strengths and weaknesses
- Deal with conflict in a calm and respectful manner

All reports of bullying will be thoroughly investigated and appropriate actions will be taken.

Students should:

- talk to their parents, teachers or another responsible adult about appropriate assertive behaviours
- report the bullying to the Tutor, Grade Leader, Subject Teacher, Counsellor, Deputy Head or Head of Middle School.

The following sanctions are to be employed in the case of **all** bullying or harassment incidents whether directed against the same victim or not. Depending on the age of the perpetrator and/or the seriousness of the action, all or some the following sanctions/steps may be applied (not necessarily in the order outlined):

Step One Warning and Counselling

Both victim and perpetrator will be spoken with separately. The victim will be given strategies to employ and counselling offered.

The perpetrator will:

- be warned about their behaviour
- have the consequences explained
- be asked to examine their behaviour and make immediate changes
- be referred to the School Counsellor
- be asked to attend a mediation conference

IAA will:

- notify parents of all parties concerned
- record the incidents in writing and place in the student's file

The Head of Middle School or Deputy Head will:

- assess the situation and decide whether further disciplinary action (depending on the seriousness of the situation) is warranted and whether or not to recommend to the Director immediate withdrawal of the perpetrator/s
- inform staff to continue to monitor the situation

This stage is intended to allow for the conflict to be resolved. If the initial instance of bullying is of a serious nature, the Head of Middle School / Deputy Head may decide to proceed immediately to Step Two or Step Three. Parents and Senior Administration must be informed at all stages.

Steps Two and above may be found in IAA Policies and Procedures.

22.10 DAMAGE TO SCHOOL PROPERTY

Students will be charged for all and any school property that they have lost and/or damaged (either deliberately or through negligence). Vandalism could be considered a reason for immediate dismissal.

Vandalism includes, but is not limited to:

- Writing on desks/graffiti of walls
- Damaging school text books
- Breaking or damaging school equipment
- Damage to physical/software of ICT resources

22.11 QUESTIONING AND SEARCHES

Any senior administrative staff member within IAA may, for good reason or cause, search the person or personal property of a student if he/she feels that the student is withholding materials that are either banned, stolen or dangerous. If a personal search is deemed necessary, the searching administrator must be of the same gender as the searched student. The Administrator must also be accompanied by another staff member of the same gender. The search is conducted in privacy.

This includes accessing any electronic devices the students may have.

22.12 FOOD

The school cafeteria will supply nutritious and well-balanced meals during breaks. No food delivery, whether from parents or food outlets, are permitted during official school hours.

Students are not allowed to bring the following items to school:

- Fizzy drinks (e.g. Pepsi, Coke, Sprite, Red Bull)
- Drinks stored in glass bottles.

Should a teacher want students to bring food as part of a lesson or activity, permission needs to come from the Principal/Head of Middle School so that security may be informed.

22.13 MEDICINE

Students who need to take medication (prescribed or over-the counter) when at school, must give their medication to the School Nurse. Students then must see the Nurse during break to take the medication under her supervision. It is important for students not to have any medication on them when at school.

Please also note that medicine should only be brought to school when essential; that is, where it would be detrimental to a child's health if the medicine was not administered during the school day.

23.BYOD (Bring Your Own Device)

“Bring Your Own Device” applies to ALL students in Secondary. They are required to bring a laptop to school every day.

Below is a list of requirements for laptops that are brought to school, and they do need to be brought everyday:

1. Laptop must have at least Core i5 processor; i7 is recommended if laptop will be needed for several years.
2. 4 GB memory
3. 256 GB Hard Disk space
4. The latest version of antivirus like Kaspersky, McAfee, Bitdefender, Symantec Norton 360 or similar for PC's or Macs. Antivirus is built into Chromebooks.
5. The computer should be lightweight so that the student can carry it on daily basis.
6. The computer should be rugged and protected (with a case) enough to be used in a school environment. The case should fit into the student's backpack. The case for students in 5th grade should be small enough to fit into the racks installed in the 5th grade classrooms (Maximum size is 35x12cm).
7. Battery life should be a minimum of 5 hours.
8. Keyboard must have both English and Arabic letters visible on the keys (computers purchased abroad can have Arabic letters locally added with etching or stick-on labels).
9. Power cord must have the three-prong plug that fits the school power outlets.
10. Please note that IAA reserves the right to add any software as needed.
11. Students are required to have Microsoft Office installed on their computers. Families may download the software by going to this website and entering the student's IAA e-mail address and password: <https://login.microsoftonline.com/>. Students should also download Google Chrome.
12. Laptop's software/hardware and security is the student's responsibility and shall follow network and computers school policy usage.

For technical questions regarding the computers, please send an e-mail to BYOD@iaa.edu.jo.



24. IAA Transport Code Of Behaviour

The safety and comfort of all persons travelling in IAA school transport services is of the utmost importance. This code outlines to students, parents and guardians the minimum standards for behaviour on school transport.

To ensure safety at all times, students will:

- Behave in a manner that does not compromise their own safety and that of others
- Always follow instructions given to them by the Transport Monitor and/or driver
- Wear their seatbelt at all times
- Show respect for the driver, Transport Monitor and other passengers
- Ensure that no damage occurs to the inside of the transport during their journey
- Adhere to school rules related to behaviour

To ensure the safety and comfort at all times, student will NOT:

- Distract the driver, except in the case of an emergency
- Eat or drink on school transport
- Allow any part of their body to protrude from the transport
- Leave their seat during the journey
- Take off their seat belt
- Place feet on seats
- Throw any article from the transport either when it is in motion or at a standstill
- Make any physical contact with any other passenger

If a student misbehaves on school transport, they may incur one of a variety of sanctions, depending on the seriousness of their actions. Sanctions may include (but are not limited to): warning (verbal and/or written) and/or temporary or permanent exclusion from school transport. Students who are late for buses three times or more will be excluded from the school transport. Transport fees already paid will not be refunded either in part or full.

In the case of exclusion, parents will bear the responsibility to provide and pay for any expenses related to organising alternative transport for their child. Parents will also still be responsible for ensuring that students arrive at school and leave school on time.

Buses leave on all days of the week, except for Tuesday, at around 3.20pm. On Tuesday buses leave at around 2.20pm. Late buses that leave at around 4.20pm are available on all days of the week, except for Thursday. If your child is taking a late bus, he/she must inform the Secondary Receptionist 24 hours in advance.

25.FIRE PROCEDURES

1- Fire:

- The person locating the fire will sound the school fire alarm.
- Follow the "Building Evacuation" instructions.
- The first person available will call the Fire Department (911) describing the building, nature of fire and injuries (if any).
- The Security Office will establish a Control Point and immediately notify Facilities.
- The Control Point will consolidate reports of student and personnel accountability.
- The Control Point will move evacuated students and personnel to another building or other safe location.

2- Drills:

- The Chief Head of Security will direct and monitor drills.
- Student and personnel accountability and safety are the primary objectives of drills.
- The Chief Head of Security will schedule drills both during and after classes, with a mixture of announced and un-announced drills.
- The Security Office will retain "after action reports" of drills.



26.EARTHQUAKE PROCEDURES

1- During the Quake

- Keep these points in mind in the event of an earthquake:
- When an earthquake happens, keep calm. Don't run or panic. If you take the proper precautions, the chances for injury are minimized.
- REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors; if you are indoors, stay indoors.
- In earthquakes, most injuries occur as people are entering or leaving the buildings (from falling walls, electrical wires, etc.).
- The teacher or staff present will order and signal all students to "drop and cover".
- Drop and Cover: Everyone will get under their desk, cover their head and grab hold of the leg of the desk. If a desk, table or bench (best choices) is not available, sit or stand against an inside wall or in an inside doorway.
- Stay away from the windows, outside walls and outside doors.
- If outside, stay away from the building, electric wires, poles or anything else that might shake loose and fall.
- Look for open space, such as the parking areas, and stay low.

2- After the Quake

- The initial shaking should end after a few minutes. Faculty or staff present will lead students in building
- evacuation.
- The Academy will congregate on the Primary Parking Area.
- Aftershocks may occur after the initial quake. Aftershocks may be as damaging as the initial quake.
- Stay away from fallen electric wires.
- Facilities personnel will check for leaking gas pipes and other damage to facilities.
- The Principal will confer with the Director about evacuation of the Academy.

3- Re-entry of Building

- A representative of Facilities will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, other fuel systems, and boiler and heating systems.
- The Director will authorize the re-entry of buildings.



27.EXPECTATIONS OF DISTANCE LEARNING

Should the school need to move to online learning, then there is a more detailed document on ["Distance Learning at IAA"](#). It can be accessed via the student-parent tab on Moodle. A quick summary...

- Students must wear school uniform during the school day.
- Cameras and audio must be turned on at all times in the lesson.
- A quiet workspace is needed, preferably outside the student's bedroom. Students must take their lessons in this workspace.
- Registration will take place live on Zoom at 7.50am.
- Zoom recordings of lessons will not be made available for students.



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28.A STUDENT'S GUIDE TO "WHAT TO DO IF..."

...you are late to school.

Admission is by the 'Gate Policy'.

...you are absent from school due to an illness.

Your parent/guardian should telephone Secondary reception on 5502055 ext. 8888 to inform the school. A letter / doctor's note explaining your absence should be given to the Secondary Receptionist on the day of your return.

It is your responsibility to check Moodle / Google Classroom and see your teachers to get caught up on missed work.

... you are absent from school due to a school-sanctioned event.

You must see your teacher before being absent so that you have the work you are to do ahead of time. It is your responsibility to complete all work and keep up with the class as it continues to move forward in your absence.

...you are unwell during the school day.

Ask permission from your Class Teacher to visit the clinic. The Nurse will decide if you are well enough to return to class or whether you need to leave school. Do not absent yourself from a class following a break time without having first gained permission.

...you have to leave during the school day.

Students are to remain on campus at all times during the school day. Students may not excuse themselves from campus. A release form is completed by the nurse and receptionist.

...you miss an assessment due to an illness.

A note from a doctor must be given to the Nurse within 3 working days. You must arrange to make up the assessment on Tuesday or Thursday afternoon within five school days at the teacher's convenience.

...you cannot participate in Physical Education lessons.

Your parent/guardian must send a doctor's note to the nurse explaining why you are unable to participate. Your PHE teacher will assign you work to do.

...you have a problem.

In the first instance, you should talk to your Tutor who will try to help you to resolve the issue. If necessary, your Tutor will involve the Grade Leader, Counsellor and/or Leadership Team to help you.

...you witness an accident/incident during break times.

Inform the Duty Teacher immediately. If you are unable to locate a teacher quickly, report to the Secondary Administration.

...you have an item confiscated.

If you use your mobile phone during school hours, it will be given to the Deputy Head (G6-8), Head of Middle Years (G9-10) or Principal (G11-12). Your phone will be returned back to you the next school day, at the end of the day. If it is confiscated on a Thursday, you will receive it the next school day.

... you damage school property, accidentally or intentionally.

Students will be charged for all school property that is lost or damaged.

...you lose something.

It is important that you take responsibility for your possessions at all times. If they are not with you in a lesson, belongings should be secured in your locker. You should never leave your possessions unattended, and all items should be clearly labeled with your name and class. However, should you lose something, check the lost property during your break.

... you want to bring food to school.

The school offers a nutritious daily lunch option. If you decide not to participate in it, you may bring your lunch to school. However, no food may be delivered by parents, drivers or delivery services to the school unless it is after 3.30pm, you are participating in an after-school activity and you have the permission of the supervising teacher. In the Secondary School, birthday and other type of celebrations involving food are not to occur, unless part of the approved curriculum.

...you change your address and / or telephone number.

Your parent/guardian must inform the school of any changes to your personal information immediately to ensure that records are kept up-to-date. This is especially important in case we need to contact someone in an emergency.

